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ABSTRACT

This guide is designed for a seminar in which ideas arising from major social, economic, and political problems are examined. Performance objectives for the course include discussing ideas in order to arrive at solutions, conducting research on specific issues of concern chosen by each student, presenting opinions and research to the class, analyzing live and taped discussion sessions of the seminar, and developing a respect for the opinions and philosophies of others. Also included are "Course Content," which discusses the rationale for the course and the range of subject matter; "Teaching Strategies," which contains activities and techniques; "Student Resources," which lists state-adopted textbooks, non-state-adopted supplementary materials, reference materials, periodicals, and media resources; and "Teaching Resources," which lists textbooks, professional books, periodicals, films, and filmstrip/record sets. (RB)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**
DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS
Seminar in Ideas
5114.110
5115.124
5116.125
5175.12

DIVISION OF INSTRUCTION • 1971

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SEMINAR IN IDEAS

5114.110

5115.124

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5175.12

English, Speech

Written by Harriett P. Miller
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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COURSE
NUMBER
5114.110
5115.124
5116.125
5175.12

COURSE TITLE: SEMINAR IN IDEAS

COURSE DESCRIPTION: A seminar in which ideas of major social, economic and political problems are brainstormed. Major ones are selected, researched, organized and discussed, and acted upon. Some of the discussions are taped for analysis. The student selecting this course should have interest in current affairs.

I. PERFORMANCE OBJECTIVES

- A. Using his interest in political, economic, social, and moral issues arising from personal, national, or global concerns as a base, the student will perceptively discuss such problems in order to arrive at possible solutions.
- B. Having identified an issue of concern, the student will conduct research to supplement his own views.
- C. Using his own opinions and the results of his research, the student will organize his material for presentation in a cogent, logical, effective manner.
- D. Upon hearing a live or a taped discussion seminar of others and/or of himself as a participant, the student will critically appraise the session.
- E. Presented with views which are opposed to his own, the student will demonstrate a respect for the opinions and philosophies of others.

II. COURSE CONTENT

A. Rationale

"Significant speaking attempts to communicate significant ideas."¹

The purpose of this course should be the communicating of ideas rather than the development of specific "speeches." The focus should be toward speaking significantly in a communicative sense on topics and ideas which are contemporary, yet, which are related to the ideology, custom or expedience of other times. As the content of this course deals with the brainstorming of contemporary problems, what is of lively interest at the time of the course must be given priority, i.e. the ethics of politics during a national election year.

B. RANGE OF SUBJECT MATTER

1. Dialectics

- a. Introduction of the dialogue of learning
- b. Plato's "The Euthyphro"
- c. Abstract to concrete (terms, philosophies)
 - (1) Good and evil
 - (2) Love and hate
 - (3) Reality and idealism

2. National problems

- a. Attacking the problem
 - (1) Awareness that a problem exists
 - (2) Significance in relation to the United States

¹ Braden, Waldo W., and Gehring, Mary Louise, Speech Practices. New York: Harper and Brothers, 1958, p. 7.

- (3) Possibilities of solution via U. S. involvement
- (4) Consequences of U. S. involvement

b. The United Nations

- (1) Rationale for its existence
- (2) Its structure
- (3) Sphere of influence
- (4) Effectiveness
- (5) Alternatives

III. TEACHING STRATEGIES

A. Introduction to dialectics

1. Have students discuss the "Euthyphro" by Plato and examine the dialogue of learning.
2. Ask students to make judgments on the question of piety as related to the "Euthyphro."
 - a. Is a man who knowingly associates with a degree of evil also evil?
 - b. Is piety always the opposite of impiety?
 - c. Must all transgressions be punished?
 - d. What does Socrates mean when he says, "I know you are much wiser than I am, as you are younger"?
3. Have student propose other problematic areas and evaluate the veracity of his philosophical stance on it and the feasibility of his solutions by using the above questions.

B. National problems within the system

1. Justice and minority groups
 - a. Divide the class into equal groups. Have each group assume the responsibility of investigation, organization, and presentation of divergent views

on a particular problem, and present a symposium-forum on one of the subjects following:

(1) The Black slave trade:

- (a) Black traders procuring Blacks for white traders
- (b) Southern economy versus Northern economy
- (c) Civil war and slavery
- (d) Civil rights demonstrations
- (e) Civil rights legislation
- (f) The making of martyrs
- (g) Black militancy: its impact and future

(2) The American Indian:

- (a) The naked savage and Western civilized man
- (b) The inevitable displacement of the Indian
- (c) Confrontations with the white settler
- (d) The white man's justification for usurpation
- (e) The reservation versus assimilation
- (f) Indian nationalism - fact or fancy
- (g) The future for the American Indian

(3) The Mexican American (Chicano):

- (a) Exploiter or exploited

(b) His entry into American society

(c) Impact on economy

(d) Identity versus absorption

(4) The Cuban in Florida:

(a) The great influx

(b) Impact on economy

(c) Future -- absorption or return to Cuba

- b. Have students write papers in the format of questions (their own) and answers (justified by quotations, statistics, and their own philosophy). Appoint a committee to select and compile the questions and answers into a compendium of opinion, draw a conclusion, and include the conclusion at the end of the compendium. Have this duplicated for each student.

2. The success or failure of American democracy

- a. Divide students into small groups or pairs to research important decisions which led to drastic changes in American history. Let each group constitute a panel to present its findings and lead the discussion afterward. Discussion could be geared to individual rights versus society, state's rights versus federal rights, or the problems through legalization or socialism.
- b. Give students the proposition: Our government has fallen. Complete chaos reigns. Choose students to be delegates to a convention whose charge is to write a new constitution.

- (1) Divide the class into political parties (conservative, liberal, etc.).
- (2) Turn the classroom into a convention. (Have a few students research the confederation and first Constitutional Congress and report on the manner of debate and progress made.)
- (3) Have each party present the core of a governmental philosophy. Members of that party must adhere to that philosophy.
- (4) Ask each party to come up with a workable form of government reflecting the system they think is best. Rule: It cannot be what we now have.
- (5) Ask each party to present its philosophy in turn and argue for its precepts and organization. An outline of the governmental set-up should be copied for each student. Members of the other group(s) should try to find fallacies in the opposing plan(s). Advocates of a system must try to present their political form reasonably, logically, and persuasively so that it will be accepted at the end.
- (6) Have students after all political forms have been presented and debated, arrive at a final solution through deals, compromise, arguments. Have a committee compile the results and distribute copies to each student.
- (7) Instruct students to analyze the present system of American government and to compare it to the new government they proposed.

3. Ecology

- a. Divide students into groups to re-search the various areas of pollution.
 - (1) Ground wastes - refuse and indestructible trash
 - (2) Industrial
 - (a) Air
 - (b) Water
 - (c) Land
 - (3) Automobile emissions
 - (4) Sewage
 - (5) People
- b. Elect a lower court to devise rules to halt pollution and to propose punishment for offenders.
- c. Elect a higher court to consider the workability of the above findings and the ramifications of the proposed punishments. Areas of questioning might include:
 - (1) Could a particular punishment put a company out of business, thereby resulting in unemployment or economic disaster for a town?
 - (2) If the punishment were a fine might it result in higher prices for the public?
 - (3) Could the public afford the cost?
 - (4) Would the solution significantly rectify the problem?
 - (5) Would the solution change our lifestyle to the extent that the public would not accept it or might rebel against accepting it?

- (6) Could the federal government afford to subsidize the cost of drastic changes?

4. Crime

- a. Organized crime. Have some students research the extent to which organized crime has infiltrated our society, both through illegitimate and legitimate businesses. Areas of discussion might include:
- (1) Gambling and numbers rackets
 - (2) Prostitution
 - (3) Smuggling
 - (4) Importation and sale of drugs
 - (5) Politics (influence peddling, campaign contributions)
- b. Street crime. Have students research the problems of petty theft, shop lifting, robbery, burglary, muggings, and rape in their community.
- c. Drugs. Have students conduct research on the correlation between juvenile use of drugs and thievery.
- d. Laws. Have students familiarize themselves with recent Supreme Court decisions (Miranda/Escobedo decisions, etc.) and their impact on law enforcement and the sentencing of criminals.
- e. Morality. Ask students to investigate the correlation between the increase of crime and the trend toward permissive and liberalized moral concepts in human behavior, literature, advertising, and language.
- f. Law enforcement. Have students research the effectiveness of various law enforcement agencies from the F.B.I.

to the municipal police force.

5. Other problems of a changing society
 - a. The generation gap - real or imagined
 - b. American educational system - archaic or futuristic
 - c. Death with dignity
 - d. Population control
 - e. Right of dissent
 - f. Spectre of Big Brother
 - g. Welfare reform
 - h. Student revolt - unrest as a symptom

C. Problems of global significance

1. Rise of nationalism. Divide the class into geographic areas and have students research a particular area or country or ex-colony for its nationalistic or non-nationalistic trend.
2. Conflict. Study the following political or geographic areas one at a time, or focus on one area, depending upon class interest or current events.
 - a. Israel/Arab conflict
 - b. North/South Vietnam
 - c. India-Pakistani confrontation
 - d. Red China/U.S.S.R.
 - e. Communism/Democracy
3. World population explosion

D. United Nations

1. Divide U.N. membership into geographical and political spheres. Have students select the country they wish to represent, keeping the sphere divisions in ratio. Distribute strips of cardboard with each nation's name in large letters on it. Students will use these for identification and parliamentary recognition purposes.
2. Have students report to the assembly their own country's location, race, form of government, politics.
3. Divide the structure of the U.N. into topics for reports:
 - a. History of League of Nations and U.N.
 - b. Major bodies: General Assembly, Security Council, Secretariat, Trusteeship Council, World Court
 - c. Agencies: Structure and areas of interest of agencies and sub-agencies: W.H.O., UNICEF, ITO, etc.
4. Have students elect their secretary general who will preside at all sessions.
5. Have students present resolutions by individual countries or by a bloc (communist bloc, etc.) They will be debated with each student speaking in the character of the country he represents. Suggestions for resolutions are:
 - a. The Suez Canal should be placed under the jurisdiction of the U.N.
 - b. Atomic weapons should be placed under the jurisdiction of the U.N.
 - c. A peace-keeping force with member nations rotating manpower shall be placed under U.N. command.

- d. The veto power should be eliminated for the five permanent members of the Security Council.
- 6. Discuss the effectiveness of the U.N. as now structured within the charter.
- 7. Have students propose a revision of the U.N. Charter.

V. STUDENT RESOURCES

A. State-adopted textbooks

Art of Speaking

Speech Arts, The

Speech for Today

B. Non-state-adopted supplementary materials

1. Allen, R. R., et al. Speech in American Society. Columbus: Charles E. Merrill Co., 1968.
Chapter 13, "The Small Group: International Communication."
Chapter 14, "The Big Group: Parliamentary Assemblies."
2. Brandes and Smith. Building Better Speech. New York: Noble & Noble Publishers, Inc., 1964.
Chapter 4, "Making and Giving Reports."
3. Downs, Robert B. How to Do Library Research. Champaign-Urbana, Illinois: University of Illinois Press, 1966.
4. Gates, Jean K. Guide to the Use of Books and Libraries. New York: McGraw-Hill Book Co., 1962.
5. How to Use the Readers' Guide to Periodical Literature and Other Indexes. New York: H. W. Wilson Co.
Free in quantities up to fifty.
6. Mills, Glen E. Reason in Controversy, 2nd Ed. Boston: Allyn and Bacon Company, 1968.
7. Monroe, Alan H. and Douglas Ehninger. Principles and Types of Speech. Glenview, Ill.: Scott, Foresman and Co., 1967.
Chapter 3, "First Steps in Preparation and Practice."
Chapter 9, "Speech Materials: Sources, Records and Classification."
Chapter 10, "Supporting the Main Points."
Chapter 16, "The Motivated Sequence."
Chapter 25, "Answering Questions and Objections."
Chapter 31, "Preparing for Discussion."
Chapter 32, "Outlining the Discussion Plan."
Chapter 33, "Leading and Participating in Discussion."

8. Robinson and Lee, Speech in Action. Glenview, Ill.: Scott, Foresman and Co., 1965.
Chapter 13, "Discussion and Conferences."
9. Ruby, Lionel. The Art of Making Sense. Philadelphia: Lippincott, 1954.
10. Scripture, Elizabeth and Margaret S. Greer. Find It Yourself, 4th Rev. Ed. New York: H. W. Wilson & Co., 1955.

C. Reference materials

1. Aly, Bower and Lucile Rolse Aly. American Short Speeches, a Sourcebook of Speech Forms and Principles, 2nd Ed. Belmont, California: Wadsworth Publishing Co., Inc., 1969.
2. Braden, Waldo W. and Mary Louise Gehring. Speech Practices, A Resource Book for the Student of Public Speaking. New York: Harper and Brothers, 1958.
3. Baird, A. Craig. American Public Addresses, 1740-1952. New York: McGraw-Hill Book Co., 1956.
4. Brandt, Carl G. and Edward M. Shafter. Selected American Speeches on Basic Issues. Boston: Houghton Mifflin Co., 1960.
5. Galenpaul, Dan, ed. Information Please Almanac. Miami, Florida: The Miami Herald.
6. Long, Luhan H., ed. The World Almanac.
7. Thonssen, Lester. Representative American Speeches. New York: H. W. Wilson Co.

D. Periodicals

1. Atlas - (Compilation of translations from foreign magazines - especially good on nationalistic viewpoints)
2. Current - (Deals with current events - emphasis in some issues on the current high school debate topic)
3. Ebony
4. Life

5. Nation
6. National Review (The Conservative viewpoint)
7. New Republic (Liberal viewpoint)
8. Saturday Review
9. Speech Teacher
 - a. Hopkins, Jon, "The Syntopicon and Ideas for Speeches." Speech Teacher XVI: 277-67.
10. Newsweek
11. Time
12. U. S. News & World Report
13. Vital Speeches (Reprints of important speeches on current newsworthy topics)
14. The Miami Herald. (Uses the daily paper as a "Living Textbook" - free classroom copies up to two weeks available)

B. Media resources

1. Tape recorder
2. Record player
3. Video tape recorder

VI. TEACHER RESOURCES

A. Textbooks

1. Lewis, George L., et al. Teaching Speech. Columbus: Charles E. Merrill Publishing Co., 1969.
2. Robinson, Karl. Teaching Speech in the Secondary School. New York: Longmans, Green and Co., 1954.
3. Bisenson, Jon, and Paul H. Boase. Basic Speech. New York: Macmillan Co., 1967.
Chapter 17, "Persuasive Speaking."

B. Professional books

1. Buys, William B. and James M. Copeland. Speech Activities in the High School: A Non-Competitive Approach. Skokie, Illinois: National Textbook Co., 1967.
2. Holm, T. N. How to Judge Speech Contests. Portland: Platform Co., 1938.
3. Thoussen, Lester, et al. Speech Criticism, 2nd Ed. New York: The Ronald Press Co., 1970.
4. Thouless, Robert. How to Think Straight: The Techniques of Applying Logic instead of Emotion. New York: Simon & Schuster, Inc., 1939.

C. Periodicals. See Student Resources, Section D.

D. Special references for both student and teacher

1. Adler, Mortimer J. "Syntopicon," Great Books of the Western World, Vols I and II. Chicago: Encyclopedia Britannica, Inc., 1952.

This "Syntopicon" is an index to ideas contained in the Great Books encyclopedias. One hundred and two great ideas are discussed in it. Those appropriate for this course would include: Being, Citizen, Courage, Justice, Knowledge, Law, Liberty, Opinion, Principle, War, Peace, etc.

2. Conner, Berenice G. and Ruth E. Bullington. The Living Textbook. Miami: The Miami Herald, 1965.

E. Films

1. Communications

- a. Does It Matter What You Think? 15 min. B&W. 1-10119.
- b. Learning from Class Discussion. 10 min. B&W. 1-00538.
- c. Person to Person Communication. 13 min. C. 1-1006
- d. Belonging to the Group. 16 min. B&W. 1-10112.
- e. Boundary Lines. 10 Min. Color. 1-00314.
- f. Getting the Facts. 10 min. B&W. 1-00110.
- g. How to Conduct a Discussion. 25 min. B&W. 1-11793.
- h. It Takes All Kinds. 21 Min. B&W. 1-10092.
- i. Let's Face It. (Parts I and II. Part I, 20 min., Part II, 16 min. B&W., 1-10211, 1-10212.
- j. Ways to Settle Disputes. 10 min. B&W. 1-00299.
- k. What about Prejudice? 11 min. B&W. 1-00278.

2. Democracy and our country

- a. Backfire. 15 min. B&W. 1-10176.
- b. Centralization and Decentralization. 29 min. B&W.
- c. Challenge of Ideas. 31 Min. B&W. 1-31300.
- d. Crime in the Cities. 30 min. BYW. 1-30076.
- e. Defining Democracy. 18 Min. B&W. 1-10131.
- f. Due Process of Law Denied. 30 Min. B&W. 1-30073.

- g. How to Keep What We Have. 11 Min. B&W.
1-10173.
 - h. How to Lose What We Have. 12 Min. B&W.
1-10174.
 - i. How We Got What We Have. 22 Min. B&W.
1-10172.
 - j. Operation Abolition. 45 min. B&W. 1-40011.
 - k. The Price of Freedom. 23 min. B&W. 1-10140.
 - l. Propaganda Techniques. 10 min. B&W. 1-00308.
 - m. Public Opinion. 11 min. B&W. 1-00305.
 - n. Russell, Bertrand Discusses Philosophy. 14
min. B&W. 1-12472.
 - i. With Liberty and Justice for All, Parts I & II.
30 min. each. 1-3360, 1-30058.
3. Economics of our country
- a. American Economy and the Problem of Growth.
29 min. B&W. 1-31267.
 - b. Can We Have Full Employment without Inflation?
29 min. B&W. 1-31274.
 - c. The Collective Bargaining Table. 29 min. B&W.
1-31257.
 - d. The Economics of Underdevelopment. 29 min.
B&W. 1-31243.
 - e. Economics, Politics, and the Money Supply. .
29 min. B&W. 1-31263.
 - f. Inflation. 22 Min. B&W. 1-10190.
 - g. Old Age and Family Security. 10 min. B&W.
1-00489.
 - h. An Overview of the American Economy. 29 min.
B&W. 1-31231.
 - i. Productivity: Key to Plenty. 20 min. B&W.
1-10210.

- j. The Roots of Labor Unions. 29 min. B&W. 1-31239.
- k. Spotlight on Profits. 29 min. B&W. 1-31229.
- l. Tariffs, Quotas and All. 20 min. B&W. 1-31264.
- m. '29 Boom and '30 Depression. 15 min. B&W. 1-10178.

4. World Influences

- a. Classical Greece: Plato's Apology: The Life and Teachings of Socrates. 30 min. Color. 1-31195.
- b. Communism: The Soviet Model. 29 min. B&W. 1-31238.
- c. The Economics of Trading among Nations. 29 min. B&W. 1-31275.
- d. Food and People: An Introduction to the World's Food Problem. 25 min. B&W. 1-30055.
- e. How the Soviet Economy Works. 29 min. B&W. 1-31284.
- f. The Korea Story. 20 Min. B&W. 1-13054.
- g. Planning our Foreign Policy (Problems of the Middle East). 21 Min. B&W. 1-10163.
- h. U. S. Balances of Payments. 29 Min. B&W. 1-31276.

5. United Nations

- a. The Ancient Curse. 44 Min. B&W. 1-40078.
- b. The U.N.: Organization for Peace. 21 Min. B&W. 1-102
- c. Workshop for Peace. 28 Min. B&W. 1-30041.
- d. Face of Red China, Part I and II. 30 Min. B&W. 1-3106

6. Yourself and others around you

- a. How Much Affection? 20 Min. B&W. 1-10091.
- b. The Family. 31 Min. B&W. 1-13008.
- c. Marriage Today. 24 Min. B&W. 1-10093.
- d. Marriage and Divorce. 15 Min. B&W. 1-13072.
- e. Parents Are People Too. 15 Min. B&W. 1-10049.
- f. Person to Person Communication. 13 Min. Color. 1-10063.
- g. Search for Happiness. 27 Min. B&W. 1-13140.
- h. Social Attitudes (Sex) in Adolescence. 22 min. B&W. 1-11266.
- i. Student Government at Work. 11 min. B&W. 1-00594.
- j. What about Alcoholism? 11 Min. B&W. 1-03455.
- k. Who's Boss? 16 Min. B&W. 1-10096.
- l. Understand Your Emotions. 14 Min. Color. 1-10061.
- m. You and Your Parents. 15 Min. B&W. 1-10058.
- n. You're Growing Up. 10 Min. B&W. 1-00160.

F. Filmstrip/record sets

Fundamentals of Thinking. Educational Audio Visual, Inc., Pleasantville, New York, 10570.